DOCUMENT RESUME

ED 385 973 EC 304 167

AUTHOR	Everson, Jane, Ed.; Enos, JoAnn, Ed.
TITLE	Postsecondary Education: Opportunities and Challenges for Students Who Are Deaf-Blind.
INSTITUTION	Helen Keller National Center - Technical Assistance Center, Sands Point, NY.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	95
CONTRACT	H025E20001
NOTE	13p.
PUB TYPE	Collected Works - Serials (022) -- Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
JOURNAL CIT	HKNC-TAC News; v8 n1 Spr-Sum 1995
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Access to Education; *Career Planning; College Attendance; *College Bound Students; *Deaf Blind; Higher Education; Secondary Education; *Student Educational Objectives; Student Interests; *Student Needs; *Student Personnel Services; Transitional Programs; Vocational Interests
IDENTIFIERS	Americans with Disabilities Act 1990

ABSTRACT

Some of the opportunities and challenges associated with postsecondary education for young adults who are deaf-blind are considered. Suggestions are offered for transition planning teams to consider, including analysis of students' most and least favorite classes, vocational goals, housing goals, and methods of paying for postsecondary education. A checklist to help in college and career planning is presented for ages 14-16, 16-18, and upon graduation. Provisions of the Americans with Disabilities Act for postsecondary education are outlined. A checklist for assessing postsecondary education supports is also provided, which includes questions to ask regarding large-print materials, notetakers, readers, alternate test-taking methods, interpreter services, taped textbooks, reading machines, Braille materials, transportation services, and counseling and support groups. Finally, six current or former postsecondary students share their experiences and offer recommendations for other young adults considering postsecondary opportunities. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 385 973

HELEN KELLER NATIONAL CENTER
HKNC
TAC NEWS
TECHNICAL ASSISTANCE CENTER

VOLUME 8, NUMBER 1 *Supporting the Transition of Youths who are Deaf-Blind* SPRING/SUMMER, 1995

Postsecondary Education: Opportunities and Challenges for Students Who are Deaf-Blind

Postsecondary education is an important option for transition planning teams to consider for all young adults who desire further educational opportunities or enhanced career mobility after leaving high school. Although many young adults who are deaf-blind could potentially benefit from postsecondary education, currently very few youths actually transition from high school to such opportunities (Wagner, 1993).

"To provide services in a mainstream college environment to deaf-blind students, institutions must be willing to bridge traditional roles, anticipate and prioritize needs, and be sustained by a student centered philosophy of equal accessibility"

Eugene A. Bourquin

Why do so few students who are deaf-blind transition from high school to postsecondary education? Very little has been written or researched about students who are deaf-blind and their postsecondary educational experiences, however, their exclusion appears to have less to do with type or severity of disability than with programmatic and personnel barriers in educational programs.

This issue of HKNC-TAC News explores some of the opportunities and challenges associated with postsecondary education for young adults who are deaf-blind. The first part of the newsletter provides suggestions for transition planning teams to consider, questions for potential postsecondary students to explore, and potential transition planning resources and materials. The second part of the newsletter provides a forum for six current and former postsecondary education students to discuss their experiences and provide recommendations to other young adults who may be considering postsecondary educational opportunities.

EC 304167

BEST COPY AVAILABLE

Technical Assistance Center of the **Helen Keller National Center** (HKNC-TAC) is a national technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Agreement #HO25E20001.

HKNC-TAC's purpose is to provide national training and technical assistance to education programs and adult agencies providing school-to-adult-life transition services to youth with deaf-blindness.

Project Director
Jane M. Everson, Ph.D.

Assistant Project Director
Kathleen McNulty

Project Coordinator
Janet Steveley

Program Associates
JoAnn Enos
deVergne Goodall
Joan Houghton

HKNC-TAC News is published three times a year and is available in braille and large print. There is no subscription charge. Opinions expressed in the HKNC-TAC News are ours and do not necessarily represent the views of the U.S. Department of Education.

Editor
Jane M. Everson, Ph.D.
JoAnn Enos

Layout and Design
Corcoran Communications

A Call for Technical Assistance Applications!

HKNC-TAC invites applications for technical assistance in conjunction with its objective: to facilitate the development of local transitional services and model demonstration sites in the areas of education, employment and community living for transition-aged young adults with deaf-blindness.

Public or private local agencies, organizations or programs providing or proposing to provide transitional services to young adults with deaf-blindness are eligible to apply. Eligible applicants include:

Local or state schools	Parent/family groups
Sheltered workshops	Supported employment programs
Leisure/recreation programs	Supported living programs
Group homes	Day programs

Types of technical assistance provided include:

- On-site technical assistance provided byHKNC-TAC staff and/or consultant;
- Attendance at a TAC-sponsored training activity or topical workshop;
- A presentation by TAC staff at a non-TAC-sponsored training activity or conference.

Those interested must complete and return a technical assistance application by October 1, 1995. For an application or more information, please contact:

Ms. Janet Steveley, Project Coordinator
HKNC-TAC, 111 Middle Neck Road, Sands Point, NY 11050
(616) 9448900(V/TDD) FAX (516) 9448751

I wish there were a more personal way to say goodbye to all the service providers, families and individuals who are deaf-blind I have met during my six years as Project Director with HKNC-TAC. In September, I will be making a transition of my own to a new job as an Associate Professor with the Lousiana State University Medical Center. My number will be 504/942-8188 voice and 504/942-8234 TDD. In my new position, I will be able to continue many of the teaching, research and writing activities I have enjoyed with HKNC-TAC for individuals who are deaf-blind as well as for those individuals with other disabilities. For me and for many of you, I hope this will be an opportunity to continue to work together in new and different ways to enhance services for individuals with disabilities and their families.

To each of you, I extend my best wishes, both personally and professionally.

Sincerely,

Jane M. Everson, Ph.D.

Thinking About Future Wants and Needs

What can young adults, their families and their transition planning teams do to increase postsecondary educational opportunities? An important first step is to encourage discussion of future wants and needs. Classroom teachers, guidance counselors, vocational educators, families, and youths themselves should participate in these discussions. The following questions are provided to stimulate discussions:

1. What are your favorite classes? Why do you think you are successful in these classes?
2. What are your least favorite classes? Why do you think you are having difficulty in these classes?
3. What are your vocational goals? What are your housing goals? How will the classes you are taking now help you reach your goals?
4. Are you interested in attending college? How will it help you achieve your dreams?
5. What specific skills do you need that you could learn while you are still in high school?
6. How will you pay for college, university, or trade school?
7. What support services do you think you will need in college? For example: interpreters, visual aids, audiological aids, and orientation and mobility instruction? How do you feel about using these services?

Transition Planning Checklist for Postsecondary Educational Opportunities

Another important step for transition planning teams to consider is a careful assessment of the relationship between vocational goals, housing goals, and postsecondary educational opportunities. The following checklist is provided to guide teams during the transition planning years:

When a student is between the ages of 14 and 16 years...

- Continue career exploration activities and begin career preparation activities. Consider career assessment inventories, guidance counseling, career fairs, adult guest speakers, community field trips, and special youth business and leadership programs.
- Begin futures planning and self-advocacy activities.
- Introduce discussion of postsecondary opportunities.
- Be sure IEP and transition plans include goals and objectives related to postsecondary educational plans.

When a student is between 16 and 18 years old...

- Continue career exploration and career preparation activities.
- Continue discussion of futures planning, self-advocacy and postsecondary educational opportunities.
- Identify potential postsecondary settings and request information on entrance requirements.
- Complete high school coursework required for entrance into college, universities, or trade schools.
- Explore work experience, volunteer experiences, and part-time employment opportunities.

When a student is ready to leave school...

- Contact agencies providing rehabilitation services and/or social security services to determine eligibility for services and financial resources.
- Visit selected postsecondary settings, assess programs and supports, and complete entrance applications.
- Finalize postsecondary educational goals.
- Ensure the final transition plan includes identification of all desired postsecondary educational supports, follow-up plan, and "hand-off" of paperwork and services.

What does The Americans with Disabilities Act (ADA) say about Postsecondary Education?

- Title II of the ADA addresses state-funded schools such as universities, community colleges, and vocational schools. Title III of the ADA addresses private colleges and vocational schools. In addition, if a school receives federal dollars, regardless of whether it is private or public, it is also covered by Section 504 of the Rehabilitation Act which requires schools to make their programs accessible to a qualified student with a disability.
- A school may not discriminate on the basis of disability. Any program it offers, including extracurricular activities, must be accessible to students with disabilities. Students cannot be excluded from a program because an institution does not have experience in accommodating students with disabilities.
- Qualified interpreters, assistive listening devices (ALDs), captioning, TTYs, TDDs, qualified readers, audio recordings, taped texts, Braille, large print, computer disks, and adapted computer terminals are examples of auxiliary aids and services that might ensure effective communication for students with dual sensory impairments. Such services must be provided unless doing so would result in a fundamental alteration of the program or would result in undue financial or administrative burdens.
- Postsecondary programs can modify their policies, practices or procedures to make programs accessible by anticipating a student's needs and preparing in advance. Modifications will vary based on an individual student's needs, but are rarely substantive or expensive. For example, rescheduling classes to an accessible location; early enrollment options for students with disabilities to allow time to arrange accommodations; substitution of specific courses required for completion of degree requirements; allowing service animals in the classroom; providing a syllabus before the class begins; clearly communicating course requirements both orally and in writing; providing written outlines or summaries of class lectures; or integrating this information into comments at the beginning and end of class; and allowing students to use notetakers or tape record lectures.
- Schools must establish a process for making tests accessible to students with disabilities. For example: allowing a student more time to complete a test, and providing a distraction-free space, sign language interpreters, readers, or alternative test formats.
- If a student's situation cannot be resolved informally, students should follow the internal grievance procedure which all government-funded educational institutions are required to have. They also have the right to file an ADA or 504 complaint with the Office of Civil Rights (OCR) of the U.S. Department of Education, but it must be filed within 180 days of the date of a discriminatory action.

TABLE ADAPTED FROM: LEUCHOVIUS, D. (1995, FEBRUARY). THE ADA AND POSTSECONDARY EDUCATION. THE PACESETTER.

The Experiences of Six Who Went to College

Jordan Clodfelter

"When I graduated from high school I sat around home for awhile with no direction. It was my dad who pushed me into going to college. I went to a community college first; location was important and courses had to be transferable to the college.

"I learned by experience what I needed to have in order to be successful—orientation and mobility and aids for independence such as a closed circuit TV (CCTV). The original CCTV the college provided smelled if I used it too long and would burn my hair if I sat too close! I was a confused student; I needed to ask for what I wanted and needed, but I didn't know what that was!

"This was my greatest challenge—finding out my accommodation needs while already attending college. I found teachers, many times, were unable to strategize with me the best way to receive and understand the course work. I felt a 'We tried, but we failed' attitude. I had to come up with the lesson plans to teach me. This experience taught me that I had to be an educator too. I advise others to go to the office of disabled student services ahead of time to make them aware of the accommodations you need. It's also important to know your own learning style and to educate others. It's a long, hard process, but students can be successful over time!"

Danny Delcambre

"When I decided to go to college I was already out of high school and employed in a machine shop. I wanted more education. I began a community college program, but had to drop out. The program was at night, and that was a problem. In addition, transportation schedules were difficult, there were no interpreters and I felt resistance from instructors regarding machine operation and liability.

"As a result, I transferred to another community college and changed my major to the culinary program. When I changed my focus to cooking I had to convince my vocational rehabilitation counselor that I could succeed. I had to prove myself.

"The biggest challenge I faced was a requirement that all students must work in every facet of a restaurant. This included busing tables, serving patrons, setting tables and preparing food at the table. The problem was my fear—how would I communicate? I overcame my fear thanks to support from my teachers, a good program, and the flexibility of teachers and students.

"My internship took me to New Orleans to study with Chef Paul Prudhomme for three months. To do this, I applied for and received five scholarships to support myself and an interpreter during this time. I now own and operate the Ragin' Cajun restaurant in Seattle, Washington!"

Danny Delcambre, is now a successful chef and restaurant owner in Seattle, Washington.

A Challenging Experience for

Erik Hammer

"My parents encouraged me to go to college. I didn't think about it until my junior year in high school. It was only after a couple years of college that I understood the importance of attending—to make a living! I am now an Occupational Therapist working in geriatrics.

"To achieve this goal, I selected a university to go to, but after consulting my vocational rehabilitation counselor, we decided I needed a community college first. It was the best decision. While attending the two year college I became frustrated—it was hard! I had to meet new people, educate teachers about my accommodation needs, find my own notetakers, set up interpreters, develop adaptations to receive information, travel around campus, change my study practices, and talk to people to make sure I heard everything. This community college experience prepared me for the transition to university life.

"Advice I'd pass on to other students would include: learn to adapt and be flexible; learn to educate people not familiar with vision/hearing losses; ask for orientation and mobility services; and let friends know now—not later—what you need."

Rich McCann

"Returning to college promoted my future. It gave me a chance to increase my knowledge for my current job and earn a degree at the same time. My greatest challenge before entering college was the struggle to get the interpreters I needed. It took two years! During college, my challenges included selecting courses in general studies and within the interpreter training program because the college had no special accommodations for persons who had low vision or were blind. The program I wanted was computer training.

"In addition, instructors did not understand deaf culture. For example, I took an English class and wrote in American Sign Language (ASL). This was a challenge for both of us to interpret what was meant! However, in this English class I had the opportunity to try my best and also share support from other students.

"The advice I would give to other potential students would be to have confidence and do the best you can. Don't worry about bad or good marks, just do the job and prove to the college that you can be successful. Be positive, be challenging and proceed toward your best!"

Students who met the challenge: from left, Jordan Clodfelter reviews work materials via a computer that enlarges print; Erik Hammer works with a geriatric patient; Abe Schaeffer continues to persue his musical interests. Rich McCann was unavailable for a photo.

Next page, Winnie Tunison, presenting through an interpreter.

Six Who Went to College

Abe Schaeffer

"My father encouraged me to go to college instead of sitting at home. It had a music program and volleyball. That's why I picked this community college. But I didn't like it and I dropped out. I met people and learned a lot, but I had trouble hearing and keeping up with classes. It was frustrating.

"I didn't have any problem entering college, I went to registration and I knew what I wanted. I took classes of interest, not a degree program." (During college,) "I found out I have ADD (Attention Deficit Disorder) and this was a problem. I couldn't stay focused. My hearing loss, keeping up with classes, and not having enough confidence in volleyball were all problems. I didn't feel capable.

"My advice to others is: don't get the idea that a degree will get that job you want or where you want to go. Have a goal of exactly what you want to do. Take classes that will assist you in that goal. Find someone who is exactly where you want to be and follow some of their footsteps.

"As a result of my college experiences, music is an avocation now. I'm thinking about computer programming, but I will probably put school on hold until I'm more clear as to what I want to do."

Winnie Tunison

"I'm currently attending Gallaudet University. I haven't yet chosen a major; I'm interested in many things.

"The challenge I faced before coming to Gallaudet was preparing for SATs and other tests. In a few weeks I learned to use an abacus for math tests and four years of high school subjects. I was tested in Braille (a first), and began using a computer and wished I was better at it!

"The greatest challenge was entering college as an older student—different from other students not only in age but also as one of the few who is totally deaf-blind. I experienced all kinds of emotions—I was scared and had difficulty sleeping. But I didn't want to turn back, and I have the determination to do my best. I've learned to solve problems by taking them one at a time, not all at once.

"The supports I needed to make a smooth transition into the University included setting up the training and accommodations I would need ahead of time. My vocational rehabilitation counselor arranged for an orientation and mobility instructor to teach me the route from home to school and how to get around the campus. I met with the director of interpreter services to set up my interpreting needs, and a notetaker will get me information in Braille. I negotiated for equipment—a computer, optical scanner, a telebrailler embosser and navigator. My husband will be my reader and help me when I need to do research at the library. Lastly, the student disability services office will help with other needs.

"Suggestions for others who are thinking about continuing education are: ask your vocational rehabilitation counselor to call the college to answer your questions, and if it sounds good, go and visit.

"Before starting college and once you are there, you must be assertive, ask questions, and discuss problems. Face problems one at a time, so you don't get upset and quit. In a new class, introduce yourself and meet with the teacher occasionally. Ask questions after class if you need clarification. Let instructors know you're interested and want to do your best. Ask the teacher to talk and sign slower and give you time to get the information from your interpreter or read Braille. Inform instructors you need extra time for tests—perhaps take-home tests or time after class. Finally, be persistent with attaining your equipment and accommodation needs."

Strategies for Deaf-Blind Postsecondary Education Students and Their Educators

Some suggestions for students and faculty in a postsecondary setting:

- If students have some usable sight, faculty should provide handouts in large print. Use a large font size and bold print. Notetakers should use a thick black marker pen or a black felt-tip pen. Students may choose to sit in the front of the classroom or have an interpreter stand close to them instead of close to the speaker.
- If students have some functional hearing, they may choose to sit in the front of the classroom.
- If students use an interpreter, they should be encouraged to discuss their preferred language, mode, and style with the interpreter, faculty, and other support service providers.
- If students use an assistive listening device (ALD), they should indicate which kind of system (e.g., a cordless FM system) they prefer.
- Students may choose to request time extensions for reading assignments, written assignments, and taking exams. These are useful strategies for students with visual disabilities who may only be able to read for limited periods as a result of eye fatigue, as well as for those who are just learning to read Braille.
- Students may wish to consider registering for fewer credit hours per semester initially, before moving to full-time status.
- Students may wish to request the course reading lists, syllabi, and handouts in advance in order to give them ample time to secure textbooks and other materials in alternate formats. Brailling may take three to six months, especially in the university setting, where textbooks are new and not yet available in Braille format.
- Students may need to develop self-advocacy skills in order to educate faculty, advisors, interpreters, notetakers, and other support service providers about their needs.

Adapted from Hammett (1994).

Checklist for Students who are Deaf-Blind: Assessing Postsecondary Education Supports

A. Name of Student:

B. Name of School:

C. Name of School Contact Person:

D. Telephone/TDD Number:

E. Date of Assessment:

F. Do any students who are deaf-blind attend this school?

Have any attended in the past?

Check all services that are available:

[ ] Large print materials

[ ] Braille materials

[ ] Notetakers

[ ] Transportation services

[ ] Reader services

[ ] Reading machines

[ ] Alternate Test-Taking

[ ] Taped textbooks

Methods

[ ] Interpreter Services

[ ] Counseling/Support Group Services

[ ] Other (Please describe.)

Note: This checklist was adapted by HKNC-TAC from materials developed by L. Smith & J. Brodsky (undated). Inclusion, Self-advocacy and a Blueprint for Effective Transition to College for the Student with Learning Disabilities. *Jericho, NY: Center for Learning Disabilities. Special thanks are extended to the postsecondary education students who are deaf-blind who reviewed this checklist and provided their feedback.*

Questions About Large Print Materials

1.	Are all course materials and books available in large print?	yes	no
2.	How far in advance do students have to arrange for large-print materials?		
3.	Are students charged for having material reproduced in large print?	yes	no
4.	How much does this service cost?		
5.	Who does a student contact to arrange for materials in large-print?		
	Comments?		

Questions About Notetakers

1.	Are trained notetakers available through the school?	yes	no
2.	Are students responsible for paying for notetaking services?	yes	no
3.	How much do notetakers charge?		
4.	Who does a student contact about notetaker services?		
	Comments?		

Questions About Readers

1.	Are trained readers readily available through the school or community?	yes	no
2.	Who is responsible for hiring and firing readers and dealing with problems that arise?		
3.	Are students expected to pay for reading services?	yes	no
4.	How much do reading services cost?		
5.	Who does a student contact about reading services?		
	Comments?		

Questions About Alternate Test-Taking Methods

1.	Are students able to take my tests with a proctor in a private room?	yes	no
2.	May students take tests orally?	yes	no
3.	May students record test answers on audio tape?	yes	no
4.	May students have extended test-taking time?	yes	no
5.	Are any other alternate test-taking methods available?	yes	no
	Comments?		

Questions About Interpreter Services

1.	Are interpreters available through the school or community?	yes	no
2.	Who is responsible for hiring and firing interpreters and dealing with any problems that arise?		
3.	Are students expected to pay for interpreter services?	yes	no

4.	How much do interpreter services cost?		
	Comments?		

Questions About Taped Textbooks

1.	Are all textbooks available on audio tape?	yes	no
2.	How far in advance do students have to arrange to have books taped?		
3.	Are students charged for having books taped?	yes	no
4.	How much do taped textbooks cost?		
	Comments?		

Questions About Reading Machines

1.	What type of reading machines are available on campus?		
2.	How do students arrange to use a reading machine?		

Questions About Braille Materials

1.	Are all reading materials available in Braille?	yes	no
2.	How far in advance do students have to arrange for Braille materials?		
3.	Are students charged for having materials translated to Braille?	yes	no
4.	How much does this service cost?		
	Comments?		

Questions About Transportation Services

1.	Are buses available for traveling between various parts of campus?	yes	no
2.	If yes, do buses run on evenings, weekends, and holidays?	yes	no
3.	Are there any other specialized transportation services available?		
	Comments?		

Questions About Counseling and Support Groups

1.	Are counselors available who specialize in visual and hearing loss?	yes	no
2.	Are students charged for counseling?	yes	no
3.	Is there a waiting list for counseling services?	yes	no
4.	Are there support groups for students who are deaf-blind?	yes	no
5.	If yes, how often do the groups meet?		
6.	What kind of topics do the group members discuss?		
7.	Who does a student contact for more information about support groups?		
	Comments?		

References and Resources

American Association for the Advancement of Science (AAAS) Project on Science Technology & Disability. (Undated). Find your future and you're in charge. Washington, DC: Authors. (For availability call 800-925-2970.)

Bourquin, E.A. (1994). Providing Support Services for a Mainstream University Environment. JADARA 28 (1), 31-38.

Hammett, R. (1994). Deaf-Blind Students on Campus. Heath Newsletter 13(3).

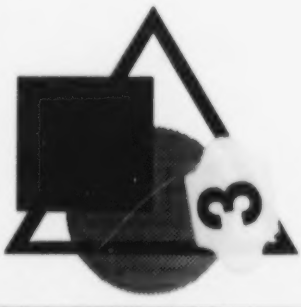
Leuchovius, D. (1995). The ADA and Postsecondary Education. The PACESETTER. February 1995. Minneapolis, MN.

Wagner, M. (1993) Trends in Postschool Opportunities of Youth with Disabilities: Findings from the National Longitudinal Transition Study) Special Students. Paper prepared for the Transition Research Institute of Illinois, Project Directors Eighth Annual Meeting in Washington, D.C. June 1993.

HKNC Technical Assistance Center
111 Middle Neck Road
Sands Point, New York 11050-1299
VOICE: (516) 944-8900
TTY: (516) 944-8637
FAX: (516) 944-8751

Non-Profit Organization
U.S. Postage
PAID
Port Washington, NY
Permit 494

Ms Janet Drill
Acquisitions Coor
The Council for Exceptional Children
1920 Association Dr
Reston, VA 22091



"Every human being has undeniable rights which, respected, render happiness possible—the right to live his own life as far as may be, to choose his own creed, to develop his capacities . . ." **Helen Keller**